

Post-14 Preparation for Adulthood Rationale

Across school we follow a post-14, preparation for adulthood curriculum for our older students in all cohorts. Some students will remain on the pre-formal engagement curriculum in their older years, if this is more appropriate for them.

The post-14 curriculum is designed to focus on the skills students need to maximise their quality of life and independence when they leave school. Outcomes are closely matched to their Education, Health and Care Plans and the priorities for all students are their preparation for adulthood outcomes identified in this. This means that learning opportunities for all students are individualised and closely matched to their needs.

Some students are able to access discrete teaching of English and maths and will work towards achieving OCR Entry Levels in these subjects. For other students, English and maths remain embedded in the curriculum and are accessed in a way that is functional and motivating, for example, managing money running a pop-up café in school, designing posters for school events. Students who are accessing an appropriate phonics programme will continue to do so as they move into preparation for adulthood.

Integrating with the local community and exploring the world outside of school is a key part of the post-14 curriculum. Students are encouraged to participate in learning outside of school by using public transport and accessing shops and local services. Some students are able to participate in work experience, for example, at cat and dog shelters or in the local community garden. This is always based on student's interests and the level of support required to participate is frequently re-evaluated.

Alongside the preparation for adulthood aims, students participate in appropriate accreditations. We offer a range of accreditations depending on what students are able to access. We always look to be aspirational for our students and frequently reflect on learning and whether accreditations remain appropriate or they need increased challenge.

| Accreditation | Subject area | Award |
|------------------------------|--|--|
| Entry Levels | English and Maths | Entry level certificate (ELC) or Award (1,2,3) |
| GCSE | Follows student interest – e.g. art | |
| ASDAN – Lifeskills Challenge | Individual modules following student interest and practical skills | Pre-entry to entry level 1,2,3 |

ASDAN – New Horizons

Citizenship

| | | |
|--|---|--------------------------------|
| ASDAN – My Independence | Modules linked to EHCP outcomes: Friends, relationships and community Employment Good health Independent living | Pre-entry to entry level 1,2,3 |
| ASDAN – Personal Development Programme | Modules on a wide range of curriculum topics | Bronze, Silver or Gold Award |

Finally, the core aim of the post-14 curriculum is successful transition into adult services. We have close working partnerships with a number of services locally and aim to identify appropriate adult provision early on. This enables longer transitions with effective handover between services. Students are actively encouraged to have a voice in their transition and visit potential providers with family and carers.